



**EDAD 656**  
**Building Capacity for Powerful Learning**  
**Spring 2015**  
**Course Syllabus**

**Instructor:** D. Scott Farler, EdD  
**Office Phone:** 903-756-7071  
**Cell Phone:** 972-832-2401 (preferred)  
**Office Fax:** 903-756-7242

**University Email Address:** [Scott.Farler@tamu.edu](mailto:Scott.Farler@tamu.edu)

**COURSE INFORMATION**

**Materials – Textbooks, Readings, Supplementary Readings:**

1. **Kemp-Graham, Kriss (Fall, 2014) Preparing for School Leadership in Texas. Mastering the Principal Competencies and Challenges of 21<sup>st</sup> Century Leadership.**
2. **Sorenson, R. & Goldsmith, L. (2009). The principal's guide to managing school personnel. Corwin Press. ISBN: 978-1-4129-6123-3.**
3. ***Taking the Mystery Out of Texas School Finance* (August 2013)  
Ralph Marshall, Stephen F. Austin State University, Vance Vaughn,  
University of Texas at Tyler, and Chuck Holt, Texas A&M Commerce.**
4. **American Psychological Association. (2010). *Publication manual of the American psychological association* (6th ed.). Washington, D.C.: American Psychological Association.**

Other suggested readings and available websites will be provided during the course.

**Course Description:**

**THIS IS AN INTENSIVE COURSE; 7 WEEKS HAVE BEEN CONDENSED INTO SEVEN MODULES COVERED OVER A FOUR WEEK PERIOD.** This school leadership course is divided into two major categories of resources. It is designed to develop the candidate's knowledge and skills of human resources and the financial

matters related to the operation of a school. The human resource section will focus on personnel management and instructional supervision to create an effective learning environment for all students. The finance section will focus on resource acquisition, budgeting, accounting and financial management.

**Student Learning Outcomes:**

The student will be able to:

1. Understand the dynamics of personnel management integrating site-based leadership with the in-the-school setting.
2. Analyze and apply the principles and procedures related to administering personnel policies and procedures including recruitment, retention, interviewing, professional development and supervision.
3. Identify causes of and procedures for the suspension, transfer, reduction, and dismissal of personnel.
4. Articulate the human resource skills required by SBEC for principal certification.
5. Develop an understanding of business functions for district-wide and campus business administration.
6. Prepare an analysis of the budgeting process as contained in the Financial Accounting System Resource Guide published by the Texas Education Agency.
7. Understand and utilize the 20-digit FASRG expenditure codes.
8. Develop a general understanding of the current school finance system and discuss current topics related to school finance.

**COURSE REQUIREMENTS**

**Instructional Overview:**

The student will access and follow all course instructions found in the weekly/unit content area of the eCollege course. The instructor will create an environment for learning by providing focus and guidance to the content. Assignments are designed to be learning experiences for students, and it is presumed and expected that students will actively participate in the class through the construction of their own learning. As a graduate level course, the instructor expects quality work from each student supported by adequate preparation and involvement. Learning will be achieved through textbook and other assigned readings, projects and class interaction. This course is made up of a series of assignments and assessments to assist you in achieving the course learning objectives/outcomes. In each module you will work on various combinations of assignments, activities, discussions, readings, research, etc. which will be made available to you on the first day of the Module and will close on the last day of the module. Evaluation will be based upon successful completion of each of the performance expectations. Each

expectation has been assigned points toward the total upon which the final course grade will be assigned.

### **Assignments: 40 Points**

Each module will include readings and activity segments. Assignments related to these activities will reflect your understanding of the topic. These assignments will be due at the end of each module and submitted through the eCollege drop box or as directed each week.

Learning Outcomes - Numbers 1, 2,3, 4, 8

### **Critical Assignment Project: 20 Points**

**Competency 008:** The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.

**Section 149.2001** - Principal Standard 5 Strategic Operations: The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction.

#### **Critical Assignment:** Budgetary Systems

Budgeting is a process that involves planning, allocation, and expenditures of funds, and a continuous monitoring and evaluation of each of the pieces within the process (Brimley & Garfield, 2005). The school budget serves numerous functions, often depending on which system of budget administration a school district uses. The most common budgetary systems are: zero-based budgeting, school-based budgeting, and function/object budgeting. A description, strengths and weaknesses of each of these budgetary systems are discussed in Chapter 5 *Effective and Efficient Budgeting Practices* in your textbook, *The Principal's Guide to School Budgeting*. After reviewing these budgetary systems, respond to the discussion questions below. Use APA 6<sup>th</sup> edition in writing the response.

#### **Discussion Questions:**

1. Describe each of the budgetary systems.
2. Discuss the strengths and weaknesses of each system.
3. Describe the budgetary system your school or school district uses. Discuss the strengths and weaknesses of the system.
4. Describe the training given to school principals regarding the budgeting process. Who provides the training? When and where is the training provided?
5. Describe how your district's budgetary system aligns with the district's vision and improves the quality of instruction.

## Grading Rubric

Points	EDAD 656 Critical Assignment Rubric: Budgetary Systems
20	Exemplary response to each of the discussion questions. Descriptive details and examples were provided in the discussion of the budgeting systems and strengths and weaknesses; budgeting training process, persons responsible and when and where; and in the discussion of the alignment of budget system with district's vision and quality of instruction. Great organization and clarity of expression. Appropriate use of APA. No grammatical errors.
16	Very good response to each of the discussion questions. Some descriptive details and examples were not provided in the discussion of the budgeting systems and strengths and weaknesses; budgeting training process, persons responsible and when and where; and in the discussion of the alignment of budget system with district's vision and quality of instruction. Great organization and clarity of expression. Appropriate use of APA. No grammatical errors.
12	Good response to each of the discussion questions. Several descriptive details and examples were not provided in the discussion of the budgeting systems and strengths and weaknesses; budgeting training process, persons responsible and when and where; and in the discussion of the alignment of budget system with district's vision and quality of instruction. Great organization and clarity of expression. Some APA errors. No grammatical errors.
8	Below average response to each of the discussion questions. Major descriptive details and examples were not provided in the discussion of the budgeting systems and strengths and weaknesses; budgeting training process, persons responsible and when and where; and in the discussion of the alignment of budget system with district's vision and quality of instruction. Great organization and clarity of expression. Several APA errors. No grammatical errors.
4	Failed to discuss each of the five discussion questions. cursory overview of discussion. Lack detail description of each budgetary systems, strengths and weaknesses, training provided, and alignment to vision and quality instruction.
0	Assignment was not submitted.

Learning Outcomes - Number 5, 6, and 7

### **Discussion Forums: 20 Points**

*Learning Outcomes-* Numbers 1, 2, 3, 4, 8

Each module will be made up of several learning activities will include small discussion, reflection activities, individual learning activities and written papers. In order for this class to be beneficial, each student is expected to participate in online discussions daily, to ask relevant questions, and to share the results of their study and reflection. This means that each student should be conscious of the class schedule and prepared to share with classmates in conversation and activities. Students will be required to make entries of reflections in the eCollege journal.

The discussion forums are related to the chapter readings, external resources and activities. Upon completion or near completion of the assigned readings and activities, you are expected to engage in an ongoing discussion/debate with your learning community peers. Your contributions to the discussion forums will be graded for *quality not quantity*, timeliness of your contributions, and a detailed analysis of linking together theory (readings) to application (activities). The instructor will monitor discussions daily.

### **Journal Entries:10 Points**

Journal entries are an opportunity for the student to reflect on learning; express ideas and thoughts; and make comments about contemporary topics etc. Entries may be short in nature but should be thoughtful and scholarly.

### **Exams:30Points**

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Complete the exams online by accessing the eCollege exam tool. The exams will be timed and grades made available to you following the submission of the exam. If you lose Internet connectivity during the exam, log back in immediately and continue on with the exam. Save your answers often (every 5-10 minutes). If you experience any issues while taking the exam, you must contact the eCollege Helpdesk immediately so that your issue is documented with a helpdesk ticket number. Considerations regarding exam issues will be made by the instructor on an individual basis based on the documentation.

Learning Outcomes – 1 through 8

Exams will be open book/open resource assessments. You should prepare for the test using study guides as provided. Exams are intended to address all the Learning Outcomes of the course at the application level.

TOTAL COURSE POINTS POSSIBLE:

120 Points

**Grading:**

FINAL GRADE:      A = 108 or more Points  
                              B = 96-107 Points  
                              C = 84-95 Points  
                              D = 72-83 Points  
                              F = 82 or less Points

<b>TECHNOLOGY REQUIREMENTS</b>
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This is a web-based course and some obvious technological resources will be required, including: 1) access to a computer with Internet access (high-speed preferred) with Word processing software (Microsoft Word preferred).

Our campus is optimized to work in a Microsoft Windows environment. This means that our course works best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0 or 8.0). Your online courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login in to eCollege, click on the "myCourses" tab and then select the "Browser Test" link under Support Services.

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via MyLeo; all class emails from your instructors will be sent from eCollege (and all other university emails) will go to this account, so please be sure to check it regularly. Conversely, you are to email us via the eCollege

email system or your MyLeo email as our spam filters will catch yahoo, hotmail, etc. and we will not check for your email in spam.  
(See syllabus tool for content suggestions)

## ACCESS AND NAVIGATION

This is a web-enhanced course using eCollege, the Learning Management System used by Texas A&M University-Commerce. You will access the online portion of the class for assignments and communication with the professor. To get started with the online segment, go to <https://leo.tamu-commerce.edu/login.aspx>. You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or [helpdesk@tamu-commerce.edu](mailto:helpdesk@tamu-commerce.edu).

### **eCollege Technical Concerns**

*Chat Support:* Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.

*Phone:* 1-866-656-5511 (Toll Free) to speak with an eCollege technical support representative.

*Email:* [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) to initiate a support request with an eCollege technical support representative.

## COMMUNICATION AND SUPPORT

Feel free to call me at the office during posted office hours. E-mail is the best method to contact me during the week. TAMU-commerce eCollege provides an efficient system of email for communication for class work and individual communication. I will check my e-mail several times each weekday. *Please reserve the use of cell phone calls for emergencies. Please do not text me.* If you would like to meet, please email me for an appointment. I will be happy to provide any reasonable support to help you succeed.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

**Course Specific Procedures:**

### **Examination Policy**

Exams are to assess the students' ability to apply learning. Questions are of the analysis and synthesis level of learning and require the student to formulate answers demonstrating their ability to apply knowledge.

### **Assignment Policy**

Assignments will be available in class and under each module in eCollege. Reading responses should be submitted in the eCollege drop box and saved as a .doc file unless specified otherwise.

### **Late Work**

Late work will only be accepted with **prior** approval of the professor. A late box is provided in the drop box for late assignments. Late work will not receive full credit.

### **Incompletes**

**An incomplete will not be available for this course.**

### **Graduate Online Course Attendance Policy**

A major component of this course is on line interaction with peers and the instructor. Each class member is expected to participate fully in discussions, projects, journaling etc. each week of the course. Learning will be segmented into weeks or units. It is important to stay on schedule with the class agenda.

### **University Specific Procedures:**

#### **Academic Honesty Policy**

Please see the *TAMU-C Graduate Catalog* at <http://catalog.tamu-commerce.acalog.com/index.php?catoid=9> and the *Publication Manual of the American Psychological Association* for the discussion of academic honesty. Academic honesty is especially important when it comes to citing/quoting sources in research papers and assignments. Students are responsible for reading this material and becoming familiar with the conventions for acknowledging sources of information "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of ideas or works of another and passing them off as one's own), cheating on exams or other course

assignments, collusion (the unauthorized collaboration with others in preparing course assignments) and abuse (destruction, defacing, or removal) of resource material. (*Texas A&M University-Commerce, Graduate Catalog, 2009-2010*)

### **Drop a Course**

“A student may drop a course by logging into their myLEO account and clicking on the hyperlink labeled 'Drop a class' from among the choices found under the myLEO section of the Web page.” Drops should be completed according to University procedure to avoid the posting of a failing grade.

### **ADA Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

#### **Office of Student Disability Resources and Services**

**Texas A&M University-Commerce**

**Gee Library 132**

**Phone (903) 886-5150 or (903) 886-5835**

**Fax (903) 468-8148**

[StudentDisabilityServices@tamu-commerce.edu](mailto:StudentDisabilityServices@tamu-commerce.edu)

[Student Disability Resources & Services](#)

### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

<b>COURSE OUTLINE / CALENDAR</b>
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The course is divided into 7 modules. Successful completion will require participation and submission of assignments in each module. A course outline detailing the class schedule and assignment deadlines will be posted as a

separate document under the syllabus tab. Please check it regularly for updates. Any changes in the course outline and due dates will also be posted under the announcements.